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ABSTRACT

This unit focuses on heroes and heroines, and, specifically, on elementary school pupils' perceptions of heroes and heroines. Heroes and heroines are defined as people whose qualities are admired by fellow members of a social group. Because this unit deals with heroes and heroines on a global level, it is stressed that heroic qualities are dependent upon the social values and perceptions of a particular time and place. Major objectives of the unit are to help students develop multiple perspectives and become more willing and able to explore and assess personal values, beliefs, commonalities, and differences. Specific questions upon which students are directed to focus during the course of the learning activities are "What do I think a hero is? Where did my perceptions of heroes come from? Are my views of heroes different from the views of others in my class? and How do my perceptions of heroes change? The document is organized in four major sections, each of which contains three or four activities. Objectives of the respective sections are to encourage students to identify and discuss their perceptions of heroes, to test their definitions and compare their views with others, to allow students to reexamine their perceptions, and to expand student awareness of heroes in other cultures, past and present. Students are involved in a variety of activities, including brainstorming heroic qualities and acts, analyzing stories about heroes, categorizing newspaper and magazine pictures of well-known figures, creating collages, and listing people they admire. For each activity, information is presented on title, introduction, objectives, time and materials, required, procedures, and special considerations for teachers. Handouts are included for each activity. (DB)

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A HERO AIN'T NOTHING BUT A GREAT BIG SANDWICH

A GLOBAL PERSPECTIVES EXPERIMENTAL UNIT

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June 1980

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A HERO AIN'T NOTHIN' BUT A GREAT BIG SANDWICH

An Experimental Unit

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Partially supported by the U.S. Offfice of Education, Which claims no responsibility for the materials and opinions presented.

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Betty Ford
Martin Luther King, Jr.

UNIT OBJECTIVES

Because the unit focuses on students and their views of what a hero is, the objectives are based on getting the students to ask and answer questions about heroes that relate to their own personal perceptions.

1. What do I think a hero is?
2. Where did my perceptions of heroes come from?
3. Are my views of heroes different from the views of others in my class?
4. How do my perceptions of heroes change?

UNIT FORMAT

The activities in this unit have been organized in a sequential order. Although the teacher will use his or her discretion in following this order, it is imperative that Activities #1 and #2 be done at the beginning of the unit.

Section 1, Activities #1,2, and 3, allows the students to identify and discuss their perceptions of heroes.

Section 2, Activities #4,5,6, and 7, allows the students to test their definitions for "hero" and to compare their views with others.

Section 3, Activities #8, 9, and 10, allows the students to reexamine their perceptions about heroes.

Section 4, Activities #11, 12, 13, and Miscellaneous items may be done as extensions or during the duration of the unit.

In deciding which activities to use, it is important that the teacher not bias the opinions of the students. It is the intent of the unit that the children consciously think about their choices and their perceptions.

RATIONALE

Globally, heroes/heroines are those individuals whose qualities are admired by fellow members of a social group. Those qualities which determine if one is a hero are dependent upon the social values and perceptions of the time and place in which the events occur.

In our rapidly changing world we are exposed daily, through T.V. and other forms of media, to new and ever changing images of heroes. Hero identity is often based upon the regularity and frequency of exposure to mass media images. The student's views and perceptions of a hero are often limited by these exposures. Children often are not exposed to those heroes who are considered important by parents, grandparents, other adults, and cultures other than their own. It is important that children realize that other criteria than just media hype exist for choosing one's heroes and that a set of concepts basic to all cultures provide the foundation for those choices. Because of a universality among all peoples to identify a person or persons whose deeds or acts the individual admires, the theme of "hero" provides a basis for commonality and differences.

Until the student is exposed to a diversity of viewpoints, there will be little expansion of alternative choices. Therefore, it is imperative to increase the child's willingness to explore and assess values and beliefs of both himself/herself and others. The nature of global society makes the development of multiple perspectives a necessary skill.

ACTIVITY 1

TITLE: DRAW A HERO

INTRODUCTION: One quick way to determine how students feel about heroes is to have them draw one. This activity helps students identify their present views of heroes. It also helps to compare student attitudes in reference to heroes.

OBJECTIVES: To recognize how one perceives heroes.

TIME: 1 class period

MATERIALS: Drawing paper, pencils, crayons

PROCEDURE: Ask the students to draw a picture of what they <u>think</u> a hero is. Share or display the finished pictures. This would be a good time to introduce the words, 'perception' and 'stereotype' and to lead a discussion to determine the students' understanding of the words. In sharing the pictures, the children will find that the class will have more similarities than differences in their idea of a hero. This is due in large part to media exposure.

In discussing the pictures and the childrens' perceptions of heroes consider the following:

What are the factors that have determined the perception of the class about a hero?

Why are their images of heroes different? Determine those sources from which children draw their heroes. For example, how many of the children's heroes were drawn from T.V., from the opinions of family members, or from their peers?

Discuss: We know people in other countries have heroes. Do you think their heroes are like yours? In what ways are they like yours? In what ways are they different from yours? How can we find more information about a hero from a different country?

TEACHING CONSIDERATION: At the beginning of this activity the children may find it difficult to think in terms of a 'hero'. They may ask you for advice in defining the term. Although tempted, it would be best for the teacher to refrain from advising the child in that this may bias the results of the activity. It is most important that a class discussion follow this activity as this topic is rather individual as to values and opinions, and the children need to be aware of such differences. It is important also that the teacher abide by those rules outlined for brainstorming.

MATERIALS

It is suggested that materials for this unit be collected several weeks prior to beginning the unit. Suggested materials include:

drawing paper
books on heroes and heroic acts (see Bibliography)
picture collections of well known personalities
picture collections or slide collections of people involved in common tasks
construction paper
glue
superhero pictures
crayons
Monthly News Periodicals-- Life, Newsweek, Time, Reader's Digest, often contain stories about heroic deeds which may be incorporated into the unit.
Refer to Miscellaneous reference sheet for additional materials.

ACTIVITY 2

TITLE: QUALITIES OF A HERO

INTRODUCTION: Students are asked through brainstorming sessions to define and discuss those qualities basic to all heroes.

OBJECTIVES: To list and identify qualities of heroes.

TIME: 1 - 2 class periods

MATERIALS: book: Jasper and the Hero Business, A Hero By Mistake, or any book which shows that individual perceptions determine if one is a hero; blackboard and chalk; writing paper; pencil; HANDOUTS entitled ABC's OF HEROES, RULES FOR BRAINSTORMING, and WHAT IS A HERO?

PROCEDURE: Read a story about a heroic deed, eg., Jasper and the Hero Business, in which an individual performs a common everyday task which can be interpreted as a heroic deed.

After reading the book, ask the children to share and explain the important qualities they thought this person had that made him/her a hero. Discuss this with the students.

Then ask the children to brainstorm, discuss and list all the qualities that we usually see in a hero. The teacher will write a list of qualities on the blackboard as the children discuss and volunteer the information after brainstorming. The children must qualify and justify the heroic qualities. A class chart should be made of this list for further reference.

Class period 2: Group the children into pairs to brainstorm and fill in the HANDOUT, ABC's OF HEROES. Then have them share their ideas in a large group.

TEACHING CONSIDERATION: You may wish to distinguish during the class discussion the differences between qualities of a hero vs. acts of a hero.

The following is a suggested list of terms often associated with the idea of 'hero.' This list was compiled by a group of students. You, as a teacher, may expect to receive a similar list from your students.

brave
courage
strong
loveable
kind
pretty
intelligent
loving
helpful
mean
saving people
talented
funny
ugly
crimefighter
polite
democratic
educated
responsible
powerful
independent
listens
sincere
more than
fearless
trustworthy
daring
the first to do it
mighty
flexible
innocent
straight
athletic
agreeable
patient
genuine
unbeatable
thankful
healthy
young/old

HANDOUT

ABC's of Heroes

For each letter of the alphabet, write a word which you feel could be used to describe a hero or the qualities of a hero.

A is

B is

C is

D is

E is

F is

G is

H is

I is

J is

K is

L is

M is

N is

O is

P is

Q is

R is

S is

T is

U is

V is

W is

X is

Y is

Z is

HANDOUT: RULES OF BRAINSTORMING

Rules of Brainstorming

1. Express no negative evaluation of any idea presented.
2. Work for quantity, not quality -- the longer the list of ideas, the better.
3. Expand on each other's ideas; elaborate whenever possible.
4. Encourage zany, far-out ideas.
5. Record each idea, at least by a key word or phrase.
6. Set a time limit and hold strictly to it.

EXTENSION: JAPANESE HEROES

PROCEDURE: Using the attributes list (ABC's OF HEROES) discuss the following with the students:

Do you think heroes of other countries have some or all of these attributes?

Read HANDOUT entitled, JAPANESE HEROES. Discuss:

Do you think heroes act in ways which show in what they believe? How?
Do you think heroes make their own rules? What are some rules by which heroes live?
Who is one of your heroes? What code do you think your hero set for himself/herself?

HANDOUT:

Japanese Heroes

Suppose you had lived in Japan in the year 1200. You would probably have admired the samurai (SAM-uh-riy). The samurai were a group of soldiers. They were called "masters of the art of war."

Why do you think people admire soldiers? Do you know someone who has fought in a war? What kind of person makes a good soldier?

Each samurai was faithful to his own leader. He fought the samurai of other leaders.

The samurai made up rules for themselves. A set of rules is called a code. The samurai code was called bushido (bush-EE-doh).

Bushido was more important to the samurai than anything else. The bushido code said that a samurai must be very brave. He must be ready to meet death at any time.

Each samurai had to be a good example for the people. The code said that each samurai should try to be a master of the art of peace, too. The samurai promised to study art and history. They promised to be kind to the poor and weak. They promised to live simply and to be honest.

*"Japanese Heroes," Self Expression and Conduct, The Humanities; Harcourt Brace Jovanovich; San Francisco, 1974. p. 250.

ACTIVITY 3

TITLE: CATEGORIES OF HEROES

INTRODUCTION: Heroes come in many sizes, shapes, and colors. All heroes have unique characteristics. In this activity students will better understand that a variety of heroes exists.

OBJECTIVES: To increase student ability to categorize, analyze, and evaluate types of heroes and qualities they have in common.

TIME: 1-2 class periods

MATERIALS: Variety of pictures featuring well known figures, construction paper, marking pencils, glue

PROCEDURE: Divide the children into groups. Distribute the pictures to the groups. Also distribute sheets of construction paper, marking pencils, and glue.

Ask the students to categorize the pictures from within their groups. They may develop as many categories as necessary, but they must be able to substantiate the reasoning behind each category. Once the groups have agreed on the categories they are then to glue the pictures of each category on a sheet of construction paper and give each category a label.

As a class, discuss the categories previously chosen. Ask the group members to explain the reasoning behind each category. Take suggestions for changes.

TEACHING CONSIDERATION: A large selection of pictures may be difficult to obtain. Magazines such as Time, Newsweek, and Life may be used. The students may be called upon to gather a number of pictures for use in this activity. This activity may be done in the form of a collage as well. You may wish to display this activity.

CLASS PERIOD 2

MATERIALS: HANDOUT entitled CATEGORIZING

PROCEDURE: Students are to work individually or in pairs. Using the handout, the students will categorize each of the names listed according to what type of hero they think the named person might be. Students must be able to justify each category.

TEACHING CONSIDERATION: After the students have categorized the names, you might want to have the class recategorize the names in another way.

HANDOUT: Categorizing

The people listed below are considered by some to be heroes.

Categorize each according to what type of hero you think they might be.

For example:

Category: SUPERHERO

Batman
Superman

Category: MYTHICAL

Hercules
Pecos Bill

Bruce Jenner

John Travolta

Cheryl Tiegs

Albert Einstein

Menachem Begin

Spiderman

Anwar Sadat

Helen Keller

Atlas

Sitting Bull

George Washington

Mohammad Ali

Jimmy Carter

Harrison Schmidt

HANDOUT: # Is This a Hero??

Do you think the person in the picture is a "hero"? Why or why not?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACTIVITY 4

TITLE: IS THIS A HERO?

INTRODUCTION: Very often an individual's relationship to a specific incident determines if it is a heroic deed. "If someone thinks you are a hero . . . you are one." Using a variety of visual images, the activity will help to expand the child's perceptions of heroes and/or heroic deeds.

OBJECTIVE: To identify and evaluate the child's personal perception of a hero.

TIME: 1-3 class periods

MATERIALS: pictures depicting a variety of events which may or may not be considered heroic, pencils, HANDOUT entitled IS THIS A HERO?

PROCEDURE: Distribute HANDOUT. Tell the students that they will be seeing a number of pictures. Each picture will be showing someone doing something.

Explain handout. Ask the students to then sit quietly as the teacher shows all the pictures. (This is done so the children will have a basis for their decisions on rating the pictures on the handout.) Repeat the showing of the pictures. Pause on each so that the students may rate them on their copy of the handout. The students may answer yes, this is a hero, or no, this is not a hero. Continue in this manner until all the pictures have been shown and rated. Collect handouts.

Tally the results on a large sheet of paper for display. The following day return the handouts and display the tally sheet. Show each picture again and allow the children time to compare their answers with the class results. Allow time for class discussion to explain reasoning behind choices.

TEACHING CONSIDERATION: This activity could be incorporated into a learning center as well. Pictures will need to be prepared in advance. Pictures from other countries may and should be incorporated into this activity.

EXAMPLES:

A young person helping an older person or another child.
A public official performing in the line of duty.
Someone helping another person following an accident.
Groups of people working and playing together.
Athletes actively engaged in a sporting event.

HANDOUT: # Is This a Hero??

Do you think the person in the picture is a "hero"? Why or why not?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACTIVITY 5

TITLE: IDENTIFYING WORLD AND U.S. HEROES

INTRODUCTION: This activity provides the student with essential practice in recognizing global figures, past and present. Through the preceding activities the children will establish criteria to determine if in fact these figures are heroes.

OBJECTIVE: To identify world and/or U.S. personalities; to identify and evaluate the student's personal perceptions of heroes.

TIME: 2-4 class periods

MATERIALS: Newsprint, magazines with pictures of U.S. and world figures. (Life magazine, November 1979, is an excellent reference for personalities of the 1970's.) handout entitled, DO YOU KNOW THESE PEOPLE?

PROCEDURE: After a quick review of the qualities that heroes possess and a discussion about universal attributes of heroes, the children are then asked to discuss the following questions:

1. What types of heroes do we find?
2. What kinds of general headings could we use to categorize and place heroes in specific areas?

As the categories are listed, the children are asked to copy the categories down on their paper to use as a reference.

Pictures of important world figures and U.S. figures are shown to the children to see if they can identify them. As the pictures are shown, a group discussion is helpful. Specific questions should be discussed and asked at this time.

1. Identify the name of the person shown in the picture.
2. Name the country this person comes from or represents.
3. Why is this person considered heroic or important?
4. What heroic qualities does this person possess?

CLASS PERIOD 2

PROCEDURE: The class should be given a quick review over current U.S. and world heroic figures and the countries they represent. Children are then given the Handout, DO YOU KNOW THESE PEOPLE? (This handout is made up by the teacher using current heroic figures that are fairly well known either through history or news media). The children are asked to work in groups of two to identify and write down as much as they know about the person(s) on the handout. They must list the name of the person, the country represented, and the reason he/she is considered a hero.

Children are then asked to come together as a group and discuss, justify, and evaluate their answers on the handout.

Other options and exercises on the subject of U.S. and world personalities could be the following:

ACTIVITY 5 (con't)

1. a slide presentation of U.S. and world personalities
2. a booklet or scrapbook of current figures
3. research on specific U.S. and world personalities
4. collage of U.S. and world personalities' pictures
5. This activity may be set up in a center with pictures that are not identified by name and a teacher made handout. Children may work in small groups or independently to identify and categorize the U.S. and world personalities. For example, personalities in the areas of political, military, the arts, science, sports, etc.

ACTIVITY 6

TITLE: WHO ARE YOUR HEROES?

INTRODUCTION: In this activity, students discover something about their personal preferences. They are given the opportunity to recognize those individual qualities and attributes which are most admired and to compare these preferences against those of others.

OBJECTIVE: To compile lists of names of individuals who are admired through personal preference, both by the student and others.

To compare and evaluate the similarities and differences between the various lists.

To recognize those values which the student feels are important in determining if someone is a hero as compared with those values which other cultures feel are pertinent to a hero.

TIME: 2-3 hours over a period of 2-3 days.

CLASS PERIOD 1

PROCEDURE: Children should make a list of 10 people they most admire. See handout.

As a class the lists will be shared. The students will compare and/or contrast the lists of the class members. Perhaps a class list then would be compiled from the individual lists to determine the 10 most admired people of the class.

The students then will interview the adults they know (parents, grandparents, neighbors, etc.) to find who adults most admire.

The students will compare the adults' list with the list their class compiled. They will answer these questions in their discussion:

How are the lists alike? How are they different? What would the reasons be for the list begin different or similar? Why do people admire others?

CLASS PERIOD 2

PROCEDURE: Read the article, "Public Funeral." Do not read the last line of the article indicating the occupation of the deceased.

Discuss with the class:

1. Do you think Amado Nervo was an important person? How?
2. What do you think was Amado Nervo's occupation? What clues in the story made you choose this occupation?
3. Have you ever seen the funeral of an important person from our country? What were some of the similarities between that funeral and the funeral of Amado Nervo?

Indicate to the class the occupation of Amado Nervo! Then discuss:

1. Have you ever considered an artist as a hero? Who? Why or why not?
2. If you were to choose an artist as a hero, who would it be? What criteria did you use in choosing this person?

ACTIVITY 6 (con't)

TEACHING CONSIDERATION: During the discussion of artists, the teacher may need to define those areas to be considered as 'the arts.' Persons that may be included are painters, sculptors, dancers, actors, musicians, composers, singers, and writers.

HANDOUT

Top Ten

List the ten people you admire the most.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

HANDOUT: INTERVIEWING

Interview your parents or another adult to find out who their heroes are. List ten names they give you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Think about:

Compare these selections to your own list. Are there any differences in the choices? What are those differences? Are there any similarities in the choices? What are they? Why do you think these differences exist? Why do you think these similarities exist? Do you think people admire others? Why? How do people show that they admire someone?

PUBLIC FUNERAL*

"Why don't you open the windows to let in the light? I don't want to die without seeing the sun."

One of the men in the room walked to the windows and opened them. Morning sunlight streamed into the room. A doctor bent over the man lying on the bed. Everyone was very quiet.

In a few moments, the doctor straightened up. "He is gone," he said simply.

Amado Nervo died on May 24, 1919. Nervo was a Mexican, but he had been staying in Uruguay at the time of his death. All of Uruguay at once began to mourn. There, and in neighboring Argentina, flags were flown at half-mast. In Uruguay's capital city, weeping crowds lined the street to honor this great man.

Tens of thousands of people watched the funeral procession. First came row on row of mounted guards. Their swords, gold braid, and polished leather shone in the sun. The horses' hooves clattered on the pavement. Next came the coffin, carried along on an artillery carriage. It was covered by the flag of Mexico. Ribbons floated from the casket. Each ribbon was held by some important person walking beside the rumbling wheels.

Some of the people were close friends of Amado Nervo. Others were officials of Uruguay or other countries. All were gathered to do honor to the man who had died. Last of all came a company of soldiers.

The body was placed aboard the battleship Uruguay. Cannons fired a salute. As the Uruguay moved out to sea, it was joined by a ship from Argentina. Later a ship from Cuba came to pay the dead man honor. A newspaper reported that Latin America had never shown such great public sorrow.

Who was the man whose death was so deeply mourned? Who was this hero honored by so many countries?

Amado Nervo was a poet.

*Latin America, World Series Inquiry Series, Field Educational Publications, Inc., San Francisco, 1969. p. 105.

ACTIVITY 7

TITLE: RATING OF SUPERHEROES

OBJECTIVES: To recognize and justify one's own values regarding the qualities of superheroes.

TIME: 1 class period

MATERIALS: A variety of pictures of superheroes placed around the room

PROCEDURE: The students are asked to view pictures/posters of many superheroes. They then rate the heroes from 1 to 10 based upon their own personal preference. Thay are to explain their reasoning for their choices.

TEACHING CONSIDERATION: This activity may be done as a large group activity or a small group activity. It also would work up nicely into a learning center. A continuum line also might be used. The children could line up across the room according to their preference.

ACTIVITY 8

TITLE: WHEN I WAS A HERO. . .

INTRODUCTION: This activity should help the students see that a person doesn't have to be brave or a "superperson" to be admired or to be a "hero" in someone else's eyes.

OBJECTIVE: To give the child an opportunity to express an occasion when he exhibited heroic traits.

TIME: 1 class period

PROCEDURE: Read to the class from Jasper and the Hero Business or any book relating to a personal heroic experience. Lead a discussion on the idea of the book, ie., if a person thinks you are a hero, you are one, or anyone can be a hero.

As a writing assignment, have the students write on the topic, "When I Was a Hero" or "I Was a Hero Once."

Children love 'show and tell.' Utilizing this common activity, have the children bring in 2 to 3 items proving they are heroes, to share with their classmates. Some examples of items might be a ribbon for winning in leap-frog, a picture of the child holding the fish he/she caught, or a drawing that was entered in the fair.

HANDOUT: # Create Your Own "Superhero"

DRAW A PICTURE BELOW.

What are the pros and cons of being a superhero?
Teamwork and cooperation are often themes for superheroes of T.V. and in comics. How do the heroes work together?

HANDOUT: Superhero!

Write a story about the Superhero! you created. Be sure to include his/her super powers, feats of bravery, and other qualities of a superhero.

ACTIVITY 9

TITLE: YOURSELF AS A HERO

INTRODUCTION: To interpret data and to apply heroic characteristics in a personal context.

TIME: 1 class period

MATERIALS: drawing paper, crayons or colored pencils, writing paper

PROCEDURE: Distribute drawing paper. Ask the students to fantasize for a moment and to imagine themselves as a hero. Have the students then draw themselves as a hero. Upon completion of the drawings, have the students write a short story expanding their fantasy.

TEACHING CONSIDERATIONS: Depending upon the nature of the class, this may be an inappropriate activity for sharing. Some children are hesitant to share their fantasies with others.

This activity may be adapted to several different media including slide presentations or 35mm films and dramatization.

ACTIVITY 10

TITLE: HERO OF THE YEAR CONTEST

INTRODUCTION: This activity provides the opportunity for students to construct what they think constitutes an ideal hero based upon their personal views and what they have learned in the curriculum.

OBJECTIVE: To conceptualize the 'ideal' hero based on personal views and changed perceptions.

TIME: 1 - 2 class periods

MATERIALS: HANDOUTS entitled, QUALITIES OF A HERO and HERO OF THE YEAR CANDIDATES, pencil, paper, drawing paper, crayons

PROCEDURE: After reading HERO OF THE YEAR CANDIDATES aloud, ask the children to vote on the individual whom they feel was the most outstanding hero. After taking the vote count, lead a discussion about the candidates and their heroic qualities. Review and discuss the HANDOUT, QUALITIES OF A HERO.

Then ask the children to create a 'Hero of the Year' by writing their own individual hero stories using heroic qualities as a basis. Have them draw and color a picture of their hero depicting the heroic deed.

Have the children share their pictures and stories with the class. Discuss each story in terms of the heroic qualities stressed.

TEACHING CONSIDERATION: The individual teacher may choose to write his/her own candidates for 'Hero of the Year' or allow the children to create, in small groups, their own candidates.

EXTENSION: The children could take a poll of classmates or adults as to whom they feel would be a good candidate for 'Hero of the Decade.' These results would be compiled and voted on by the students. The students must reach a unanimous decision based upon the candidates' qualifications and the students' perceptions. The candidate may be an actual person or one created by the class.

HANDOUT: HERO OF THE YEAR CANDIDATES

ELIZABETH GOODBODY: wife and mother of five girls

While doing her daily jogging, Mrs. Goodbody noticed a house on fire. At the window were three terrified, small children. Without a moment's hesitation or regard for her own life, Mrs. Goodbody ran into the burning house and rescued the children. She then went back in to get the unconscious babysitter. During this last rescue, Mrs. Goodbody received third degree burns on her legs. She will never be able to jog again.

DR. HORATIO GERMM: father of three boys, president of the PTA, Animal Humane Association chairman, and doctor of internal medicine

After five years of dedicated and grueling research, exposing himself to the extremely infectious and deadly disease of Thoroxsia Imbulitus, he has discovered a cure for it. This cure will save millions of lives. If elected to the honor of "Hero of the Year," it will be given posthumously. Dr. Germm died of Thoroxsia Imbulitus on January 3.

JAMES F. SARGENT: husband, father of one girl, kindergarten teacher, vice president of the Toastmasters International

Mr. Sargent was critically wounded while serving in the war. Doctors said that he would never talk again. Through years of therapy and personal determination, Mr. Sargent overcame tremendous odds. He not only regained use of his voice, but he has become the first American ever to win the International Yodeling Championship. He also is the first person to hold the title for four years in a row.

SANDRA JOCKMAN: age 13½, eighth grade student, candystriper, Girl Scout

She is the youngest person ever to win a gold medal at the Olympics. In fact, she won four gold medals. She scored perfect tens in four gymnastics events in which she competed. Miss Jockman also won a silver medal.

ACTIVITY 11

TITLE: HEROES OF TODAY AND YESTERDAY

INTRODUCTION: Studying current events is often uneventful for the student. These activities are designed to make the study of current events an interesting procedure for the student.

OBJECTIVE: To increase the student's familiarity with heroes both past and present.

TIME: These activities can be carried out over the duration of the unit.

MATERIALS: construction paper, newspapers, magazines, pencils, markers, bulletin board, poster of current personalities, poster board

PROCEDURE: Activity 1 A Hero Booklet The child chooses a person currently in the news. He/she will keep a scrap book on this choice using newspaper clippings, etc. The child can share with the class why this person is interesting to him/her and why the person might be a hero.

Activity 2 Hero Board The class can put pictures of their heros up on a bulletin board. The children must be able to tell why the person they put up on the board is a hero. Persons used might be historical figures, persons currently in the news, parents, friends, themselves.

Activity 3 Question of the Day In teams or individually, children will skim the newspaper or news magazines for the answer to a question the teacher has passed around the room. The winner(s) receive, of course, a hero's recognition.

Activity 4 Jigsaw Puzzle The teacher will obtain a large poster or picture of a current personality (world leader, show business personality, etc.) and cut it into a jigsaw puzzle. On the back of each puzzle piece will be a question about the current personality or a question on current events. On a master board is drawn the individual puzzle shapes. Within each shape is the answer to each of the questions. Students will assemble the puzzle by matching the correct answer to each question.

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ACTIVITY 12

TITLE: INTERNATIONAL HERO HALL OF FAME*

INTRODUCTION: Identification of heroes will lead to some desire to commemorate the hero. Children who have identified their heroes will be able to dedicate space and time to them in some special way.

OBJECTIVE: After completing this activity, the student will be able to establish identification with a hero, past or present, and will understand how we commemorate heroes.

TIME: several class periods plus outside reading time

MATERIALS: biographical information on heroes and current figures, construction paper, markers, small boxes or boards for display, oak tag cards

PROCEDURE: The children will choose a biography written about each of two famous men or women. Some examples are the following:

king or queen
statesman or stateswoman
leader
inventor
scientist
explorer
frontiersman or woman
soldier
writer
poet
artist
musician
actor
entertainer
athlete

The children will identify the area in which the chosen people have contributed such as Transportation, Communication, Human Welfare, Drama, etc.

The children will read biographical material on the figures chosen. Then they will choose from the following:

1. Find or make an object that might have been a treasured belonging of this person.
2. Draw a picture or diagram that tells about one of his or her achievements or contributions.
3. Make a small museum display on a board or in a box.
4. Add to your collection a small stand-up card that tells the person's name and how the things you have chosen represent this person and his or her life.
5. Place your collection in the International Hero Hall of Fame.

*adapted from Kids' Stuff: Forte and MacKenzie

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ACTIVITY 13

TITLE: GLOBETROTTING WITH MYTHS: HEROES GREAT AND SMALL

INTRODUCTION: This activity should expand the student's awareness that heroes have existed in the myths of many cultures throughout the ages

OBJECTIVE: To compare and contrast the universal concepts which are basic to myths of many cultures.

MATERIALS: A variety of myths from many different cultures, world map, HANDOUTS from Myths and Modern Man, teacher made Handout

PROCEDURE: Explain and discuss with the children that myths were ways in which universal concepts were explained, such as, why we are here, where we came from, for what purpose, why we act the way we do, and why we die.

Ask the children to consider these questions before listening to Myths and Modern Man:

1. clues as to the origin of the myths
2. which universal concept(s) are explained through the myths

Read the myths to the students and discuss the above questions.

class period 2

PROCEDURE: Have the children obtain books on myths to read and share with the class. Have the children categorize their myths according to universal concepts. Suggested techniques:

1. Using the teacher made handout of five universal concepts, have the children decide which concept the myth portrays. This activity can be done in small groups, large groups, or individually.
2. Use categorical headings on bulletin boards or in centers on which the children list the name of the myth that corresponds to the category.

EXPANSION IDEAS:

1. Write your own myth.
2. Write your own legend.
3. Family Folk Heroes: write a legend about a member of your family, real or imaginary, who is a folk hero.

NAVAJO

in the beginning was a black world of fire

The first world was inhabited by insects and insectlike people. It was such an unpleasant place that all of the insects made themselves wings and flew to the sky to look for a new home. Finally they found a crack in the sky and emerged into the second world.

The second world was a blue world of birds who strongly resented the invasion of the insect people. There was constant fighting, and at last the insect people followed the voice of the blue wind to the third world.

The third world, or yellow world, began to look more like the world we now know, and people and animals began to look more like they do now. There were four mountains in this land, one in each direction, and the mountain people began to teach First Man and First Woman how to plant corn and how to build homes. They also warned everyone not to bother the water monster.

But the coyote did not heed the warnings. He went to the home of the water monster and kidnapped his two children.

Suddenly the oceans rose and the land began to flood. All of the people and animals gathered on top of the highest mountain. The people planted a giant reed on top of the mountain and climbed up inside it. Finally after four days of climbing the giant reed, they reached the fourth world.

This fourth world was even more beautiful than those before, and here were other people and other kinds of animals. Here First Man and First Woman learned more about growing corn and the proper roles for the sexes.

But the coyote still had the children of the water monster, and First People were horrified to find the waters of their new world suddenly rising. Again they planted a reed and began to climb, but this time they could not reach all the way. Nor could they find a hole. So the yellow hawk tried to scratch a hole in the dome. The heron and the buzzard also helped, but the locust was the one who finally succeeded in getting through. Then the spider spun a rope so that everyone could climb up through the hole.

The new world was only a small island, so the ants went first, carrying the soil of the fourth world. The other people followed, carrying seeds of corn and other treasures from the fourth world.

The people had not even gotten settled in the fifth world when the waters there started rising. This time First Man and First Woman decided that someone must have offended the water monster. They searched everyone, and of course, found his children with the coyote. They took them to the lake and put them in a small boat. The waters went down immediately and floods have never again destroyed man's world.

in the beginning--was there a beginning?

No one knows. Man only knows that this earth has been created and destroyed many many times. And it will be destroyed again.

The last time the world was destroyed and re-created, there were no men on it. Quetzalcoatl, the plumed serpent god, saw that the earth was empty. So he went to the world of the dead and collected the bones of the dead people of the past. He gathered the bones together, but they did not live because they had no blood. So Quetzalcoatl cut himself and gave mankind his own blood so that they might live.

Since the god's blood was shed for man, man must continue to shed his blood so the gods can continue to live. Human beings must be sacrificed regularly or the sun and the earth will die.

in the beginning were ice and fire

And the two came together and formed a mist. And from these mists, Ymir, the frost giant, was formed. Next, the mist formed a great cow who fed Ymir. The cow gained her nourishment by eating the ice and frost, but one day as she continued eating, she uncovered the whole head of some new being. At last she kicked free the whole body of the god Bori.

Ymir, in the meantime, continued to grow from the cow's milk and had a number of children from the mist. One of his daughters married Bori, and they had sons and grandsons. His grandsons Odin, Vili, and Ve decided that Ymir, the frost giant, was evil and that they should kill him.

From the dead frost giant's body the new gods made the seas. They built the mountains out of his bones and the trees out of his hair.

From the body of Ymir grew a mighty ash tree, Yggdrasil, which supports the whole universe. This tree has three immense roots: the first goes to Midgard, the land of man; the second goes to Jotunheim, the land of the giants; and the third to Niflheim, the region of death. The root to Midgard is carefully guarded by the Norns, or fates.

The gods built themselves a home called Asgard which can be reached only by crossing the rainbow, Bilfrost. There Odin lives with his wife, Frigga, and sons Thor, Vithar, Bragi, Balder, and Hoder.

OTTOWAN

in the beginning waters covered all of the earth

On the surface of the waters were the giant rabbit and the other animals on a raft.

The animals were tired of living on the raft and wanted to find land. So the giant rabbit told the beaver to dive down for land. But the beaver dived as deep as he could and found nothing. Next the giant rabbit sent the otter, but he too returned, exhausted, with no sign of land.

Finally the female muskrat offered to dive. The other animals laughed at her, but the giant rabbit gave her permission to try. She was gone for a whole day and a whole night, and the animals gave her up for lost. Finally, though, they saw her floating on the surface, belly up. The giant rabbit quickly hauled her aboard. He examined her claws and finally found a speck of mud. She had been successful.

The giant rabbit needed only one speck of mud. He worked with it until he made it into mountains, continents, and--finally--the whole world.

gold, silver, iron, and clay

Saturn (Cronus) created the first man. Man was made of gold and he was perfect and happy. There was no warfare and all was peace and joy on earth.

But in heaven, Jupiter (Zeus) took over control from his father Saturn and banished him to Tartarus. Jupiter created men of silver and made their lives harder. They were forced to bear the cold of winter and work for their food, for Jupiter had created the four seasons. These men were not religious and Jupiter did not give them eternal life.

The race of silver did not last and they were followed by men made of brass. These men were warriors who battled against each other continually.

The final age was an age of iron. These were the worst of all men, for they were greedy and dug up from the earth all the treasures that had been hidden there and used them to make weapons of war.

Jupiter became angry with this degenerate race and decided to send a flood to destroy mankind. Rains poured down from heaven, and Neptune sent the waters of the ocean raging over the earth and all were destroyed, except for one man and one woman. Deucalion, son of Prometheus, and his wife Pyrrha, daughter of Epimetheus, were both very good, virtuous, and pious people. They had floated to the top of Mount Parnassus in a box, and when Jupiter saw that they were the only two people who were still alive, he decided to stop the flood and let them live.

Gradually, they climbed to a temple and gave thanks to the gods and prayed for guidance. They received a strange message from the oracle. "Leave the temple with your head veiled and your clothes unbound and throw behind you the bones of your mother."

Pyrrha was horrified by this advice which sounded so disrespectful. But Deucalion finally said, "I think I understand it. Our mother is the earth and her bones are stones."

So the pair obeyed the oracle and cast the stones behind them. The stones that were thrown slowly began to take on human forms, and a final race of man was created from stone.

MISCELLANEOUS: The following is a list of activities which could be used in addition to this unit.

1. Create your own superhero: see HANDOUT
2. Bibliography of heroes: see HANDOUT
3. Dramatizations/ Puppet plays
4. Acronyms: Using heroes' name
   H eroes are helpful
   E veryone likes a hero
   R eady for action
   O ooh what a hunk!
5. Cinquains, poetry
6. Guest Speakers
7. Films/AV material
8. Stores
9. Artifacts
10. Hero medals
11. Hero floats made from shoe boxes
12. Make hero T-shirts fabric crayons are available at art supply stores
13. Design a commemorative stamp for a favorite hero

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